

## Inquiring Minds

### Lesson Preparation

Daily Lesson 14	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.23A	E1.13A
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Authors communicate information from different sources to represent multiple perspectives on a topic.</li> <li>—Why is it important to gather information from multiple perspectives?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Marshal evidence</li> <li>• Thesis</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Locate and prepare to display 2-3 samples of completed research reports that contain solid examples of thesis statements.</li> <li>3. Prepare a sample research question to model developing a thesis statement. More than one example may be needed depending on the needs of your students.</li> <li>4. Students will need their source cards, research notes, and graphic organizer.</li> </ol>	
<b>Background Information</b>	<p>Marshal evidence – a term that implies the gathering, organizing, and categorizing of evidence that answers a question or supports conclusions</p> <p>Thesis – <b>a statement or premise supported by arguments</b></p> <p>This Instructional Routine partially assesses Performance Indicator: <i>“Refer to a teacher-provided rubric or checklist to write and refine a documented report that analyzes multiple perspectives on a social or cultural issue and clearly states a point a view. In a small group, present report.”</i></p>	
<b>Teacher Notes</b>	Select research reports which include examples of synthesizing information, a clear organizational structure, parenthetical documentation, and graphics and illustrations. These examples will be used in Daily Lesson 14-17.	

## Instructional Routines

Daily Lesson 14	WRITING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students review their notes and analyze information recorded in order to create a clear and concise thesis.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display the terms, <i>marshal evidence</i> and <i>thesis</i>. Explain that <i>marshal evidence</i> refers to the process of gathering, organizing, and categorizing evidence that answers a question or supports a conclusion. Remind students that a <i>thesis</i> is a statement or premise supported by evidence. Ask: <b>How do these terms relate to the research you have been conducting?</b> Discuss responses.</li> <li>2. Display selected samples of research reports containing solid examples of thesis statements. With student guidance, highlight or underline the thesis statements and then discuss what major research questions the researchers will answer in the reports. Choose one example, and model locating 1-2 pieces of evidence within the report that supports the thesis.</li> <li>3. Explain to students that their major research question forms the basis of their thesis statement. Display a sample research question. Model writing a thesis statement based on the question. Repeat as needed.</li> <li>4. Explain to students that all of the evidence they use in their report should support their thesis statement.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students review their research question and gathered evidence to write a thesis statement.</li> <li>2. In small groups, students share completed thesis statements and use peer feedback to make necessary revisions.</li> <li>3. Confer with individuals and small groups to provide targeted assistance with writing thesis statements.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. <b>Exit Slip</b>: Each student writes his/her thesis statement on a note card and submits it to the teacher.</li> </ol>